

# Comparative Study of H.S.L.C Examination Result Between Private and Government Schools

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## ABSTRACT

This paper analyses students' High School Leaving Certificate result between the private and government schools from the year 2005 till 2013 and investigate major factor(s) responsible for poor performance in the government school result. For collecting information on teaching-learning process a sample made up of 120 teachers and 70 administrators from 70 schools randomly selected from all the 11 districts of the state of Nagaland. Data were analyzed using simple percentages, mean percent, SD and variance and Z-test. Result analysis has been done on the basis of private and government schools; boys and girls; district wise and interview has been conducted among teachers and administrators. Results showed that pupils in the private schools performed better than the government schools. Private schools' management system, teaching-learning process, evaluation procedures are found to be better than government schools. Therefore, it is necessary to bring improvement in government schools through constant automated monitoring system for which a Continuous and Comprehensive Management System (CCMS) model is forwarded. The CCMS will efface human manipulation and enhance efficiency in the administrative system through modern technology catering students, parents, schools, VEC, DEO/SDEO, School Directorate; a consistent automated monitoring system is urgent to restore better educational environment in government schools

**Keywords:** HSLC result, private schools, government schools, NBSE

In spite of introducing various schemes and project to government schools through centrally sponsored scheme there is a big gap between performance of students of private and government school H.S.L.C examination

result. Despite of possible efforts unfortunately the poor condition of schools in respect to infrastructure, resources still prevails.

Quoting the address note of Commissioner & Secretary Higher & Technical Education and School Education, F.P. Solo at the Zonal Council Hall, Kohima on June, 2015, "We need to re-introspect and ask ourselves as to why there is slow enrolment and poor performance in government schools, why there are so many bogus and proxy teachers, why teachers go on agitation due to non-release of salary, why there is so many conflicts and divisions amongst different groups and

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associations within the department.” Further, the All Nagaland School Teachers’ Association (ANSTA) has highlighted on the occasion that the number of government schools in the state producing poor results in HSLC examination is showing an increasing trend with just 11 schools in 2010 to 38 schools in 2015. While presenting its observations, the association listed out seven main causative factors responsible for poor/nil result of government schools in the HSLC examination. These include shortage of requisite number of subject teachers, insincerity of teachers, irregularity of the heads, weakness of school administration, poor quality/background of the students, failure of higher-ups to take action against erring teachers/heads and wrong formulation of government policy.

The government and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole. (*Thorndike, 1931*).

Several studies by Sociologist, Psychologists and Educationists showed that the type of schools a learner attends has profound influence on his academic achievement. For instance, Bibby and Peil (1974) noted that children who attended private primary schools performed better than pupils in government schools. This view is also supported by Lloyd (1966) as he contended further that the public schools which saw education as good thing, tended to leave the question of educational success or failure in the hands of the public and their parents.

Fafunwa (1981) however, observed that access to qualitative instruction, thorough supervision in schools, relevant instructional materials, standard school buildings, less-crowded classrooms, conducive school environment are some of the major school variables influencing students, academic attainment. He concluded that in areas where private schools are well established, drop-out rates would be drastically reduced and pupils academic performance enhanced. This he said may be due to availability of resources and more importantly to the fact that teachers are positively motivated.

Schools with connected families can use student information systems (computer applications used to manage student data) to keep parents and other caregivers updated on their child’s progress and to identify areas where students may need extra help. Student information systems allow teachers and other school personnel to enter student grades, test scores, standardized test performance, attendance, tardiness, and other important data and share it with students and parents via a secure Web-based portal. Some systems also enable teachers to share daily comments with families, such as feedback on students’ homework assignments, and to inform families if homework assignments are not turned in. Some student information systems even have the added benefit of enabling schools to track student immunization and health records and to share up-to-date health information with parents and healthcare providers. ([www.childrenspartnership.org](http://www.childrenspartnership.org))

The study therefore sought to find out if there is any difference in pupils’ academic attainment between private and government schools H.S.L.C. result and find out possible solution to strengthen government schools’ educational system.

### Research Questions

Answers were provided to the following questions in the study:

- (i) Is there any difference in H.S.L.C. examination result between private and government school students?
- (ii) Is there any difference in H.S.L.C. examination result between boy and girl students?
- (iii) Is there any difference in H.S.L.C. examination result among all the 11 district students?
- (iv) What are the major variables responsible for this difference(s)?
- (v) What measures can be put in place to improve the situation?

### Hypothesis

Null hypothesis that was formulated and tested in this study is as stated hereunder:

**Ho1:** There is no statistically significant difference between private and government school students’ result.

**Ho2:** There is no statistically significant difference between boy and girl students' result.

**Methodology**

**Research Design**

The design adopted for the study are:

- (i) H.S.L.C Result gazette from 2005 till 2013 for result analysis.
- (ii) Descriptive survey research design for major practices in teaching learning and
- (iii) Interview of school administrator.

**Population and Sample**

The population for this study is made up of students in both private and government secondary schools of Nagaland. H.S.L.C Result gazette from 2005 till 2013 for Result analysis and a sample drawn using the simple random sampling technique consisted of 120 teachers and 70 school administrator from 70 schools (26 government and 44 private schools)

**Data Analysis**

Data were analyzed using simple percentages, mean percent, SD and variance and Z-test.

**Result**

**Analysis of HSLC Result District wise**

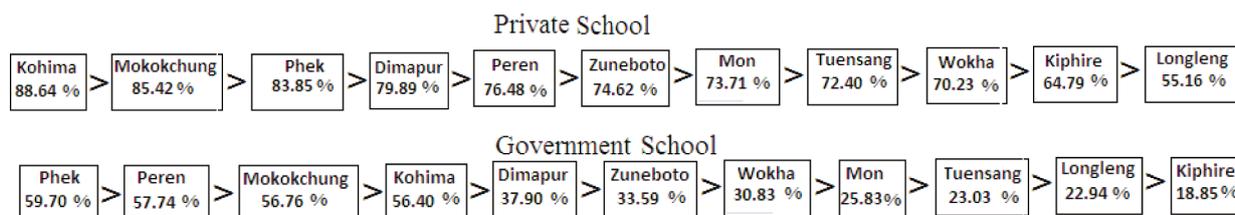
An analysis (2006-2013) of the overall HSLC result offers glimpse of the pass percentage in government and private schools in the state of Nagaland (**Table 1; Graph-1; Appendix-1 & 2**).

It is evident from the Table 2, that among private schools of all districts, Kohima exhibits better in H.S.L.C.

examination result and Longleng shows slightest performance whereas among government schools, Mokokchung exhibits better and Kiphire shows slightest performance in between 2005 to 2013.

**Table 2:** Mean Percent, Variance and standard deviation of Pass percentage from the years 2005 till 2013 of all districts on the basis of government and private secondary schools

District	Variables	N	Mean Per cent	Variance	SD
Dimapur	Prvt.	9	79.89	15.53	3.94
	Govt.	9	37.90	76.12	8.73
Kohima	Prvt.	9	88.64	9.13	3.02
	Govt.	9	56.40	165.83	12.88
Kiphire	Prvt.	9	64.79	150.41	12.26
	Govt.	9	18.85	204.73	14.30
Longleng	Prvt.	9	55.16	163.35	12.78
	Govt.	9	22.94	458.98	21.42
Mokokchung	Prvt.	9	85.42	6.30	2.51
	Govt.	9	56.76	48.94	6.99
Mon	Prvt.	9	73.71	69.36	8.33
	Govt.	9	25.83	41.71	6.46
Peren	Prvt.	9	76.48	16.07	4.01
	Govt.	9	57.73	104.76	10.24
Phek	Prvt.	9	83.84	19.35	3.39
	Govt.	9	59.70	37.28	6.11
Tuensang	Prvt.	9	72.40	77.09	8.78
	Govt.	9	23.03	86.82	9.32
Wokha	Prvt.	9	70.24	51.11	7.15
	Govt.	9	30.83	55.15	7.43
Zunheboto	Prvt.	9	74.62	47.44	6.89
	Govt.	9	33.59	60.75	7.79



**Fig. 1:** Ascending order of mean percent school category wise:

**H.S.L.C result from 2005 -2013 with respect to Private and Government schools**

Mean percent of private school students is 75.02 and the mean percent of government school student is 38.51 with variance 258.48. From the table it is evident that in last 9 years, private school students performance in H.S.L.C. examination is better two times than that of government school students with high inconsistency. The Z-test (5.8438) reflects that the result of Private and Government school is significantly different. (Table 3).

**Table 3:** Mean Per cent and Sd. of H.S.L.C result from 2005 -2013 with respect to private and government schools

Variables	N	Mean Per cent	Variance	SD	Z-test
Private	9	75.02	92.82	9.635	5.8438*
Government	9	38.51	258.48	16.077	

\* significantly different at 0.05 level

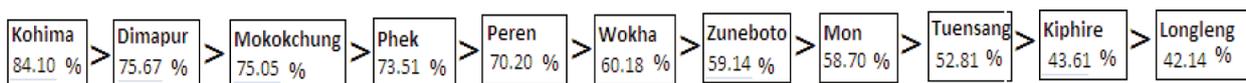
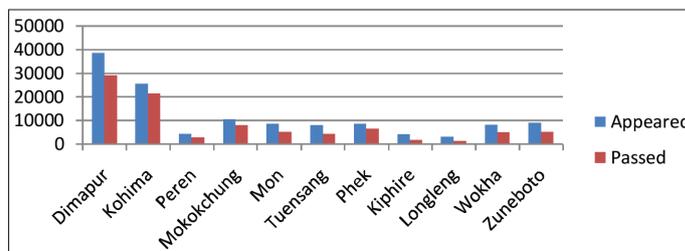
**District wise number of student appeared, passed and mean pass per cent (2005-2013)**

Below **Table 4**, shows district wise mean pass percent of H.S.L.C. Student appeared, passed and their mean pass percent from year 2005 till 2013. Ascending order of performance district wise shown in Graph 1 and Figure 1.

**Table 4:** District wise mean pass per cent(2005-2013)

Dist. ↓	Appeared	Passed	Mean Pass %
Dimapur	38596	29204	75.67
Kohima	25441	21395	84.10
Peren	4127	2897	70.20
Mokokchung	10484	7868	75.05
Mon	8731	5125	58.70
Tuensang	7987	4218	52.81
Phek	8618	6335	73.51
Kiphire	4086	1782	43.61
Longleng	2959	1247	42.14
Wokha	8255	4968	60.18
Zunboto	8996	5320	59.14

**Graph 2:** District wise student appeared and passed (2005-2013)



**Fig. 2:** District wise Ascending order of performance in the H.S.L.C result.

**Table 5:** Year wise pass percentage of Boy and Girl student in H.S.L.C examination in private and government schools

Category → Year ↓	Govt.						Prvt.					
	Boy			Girl			Boy			Girl		
	App.	Pass	%	App.	Pass	%	App.	Pass	%	App.	Pass	%
2005	4936	3899	78.99	4314	3213	74.48	3058	1601	52.35	2916	1322	45.33
2006	1423	628	44.13	1366	485	35.51	3328	2868	86.18	3163	2564	81.06
2007	2064	813	39.39	2217	667	30.09	3911	3052	78.04	3916	2890	73.80
2008	2394	972	40.6	2462	762	30.95	4519	3583	79.29	4443	3439	77.40
2009	1516	710	46.83	1590	597	37.55	4153	3497	84.20	4089	3318	81.14
2010	1646	637	38.7	1667	512	30.71	4139	3396	82.05	4076	3310	81.20
2011	1633	681	41.7	1700	583	34.29	4109	3590	87.37	4079	3555	87.15
2012	1786	702	39.31	1838	572	31.12	4354	3771	86.61	4203	3580	85.17
2013	1944	763	39.25	1981	699	35.29	4576	4015	87.74	4590	4084	88.97

**Year wise pass percentage of Boy and Girl student in H.S.L.C examination with respect to Private and Government schools**

Table 5 shows year wise H.S.L.C. examination result is reflected gender wise with respect to private and government schools.

The Table 6 reflects Mean percent of Private schools, boy student is 80.43 comparing to girls(77.92) whereas, that of Government school, boy is 45.43 and girl is 37.78. This clearly indicates that boys' performance in H.S.L.C Examination result is better than that of girls' in both private and government secondary schools.

**Table 6:** Mean per cent, variance and standard deviation of Pass percentage from the years 2005 till 2013 of districts on the basis of private and government with respect to gender

Variables	N	Mean Per cent	Variance	SD	
Private	Boy	9	80.43	123.148	11.097
	Girl	9	77.92	171.247	13.086

Government	Boy	9	45.43	165.573	12.867
	Girl	9	37.78	196.325	14.011

**Graph 3:** Bar diagram of year wise mean pass per cent

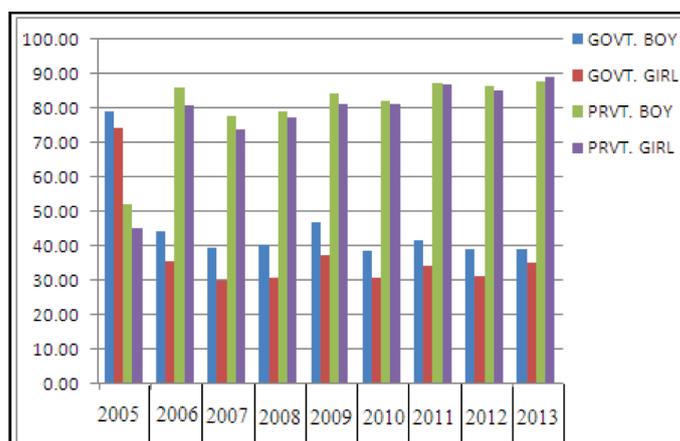


Table 7 shows year wise number of student appeared, passed and pass percent of H.S.L.C. examination result based on gender.

**Table 7:** Year wise pass percentage of Boy and Girl student in H.S.L.C examination

Category→ Year↓	BOY			Girl			Total		
	App	Pass	Pass%	App	Pass	Pass%	Apprd	Passed	Pass%
2005	7994	5500	68.8	7230	4535	62.72	15224	10035	65.92
2006	4751	3496	73.58	4529	3049	67.32	9280	6545	70.53
2007	5975	3865	64.69	6133	3557	58.00	12108	7422	61.30
2008	6913	4555	65.89	6905	4201	60.84	13818	8756	63.37
2009	5669	4207	74.21	5679	3915	68.94	11348	8122	71.57
2010	5785	4033	69.71	5743	3822	66.55	11528	7855	68.14
2011	5742	4271	74.38	5779	4138	71.60	11521	8409	72.99
2012	6140	4473	72.85	6041	4152	68.73	12181	8625	70.81
2013	6520	4778	73.28	6571	4783	72.79	13091	9561	73.03

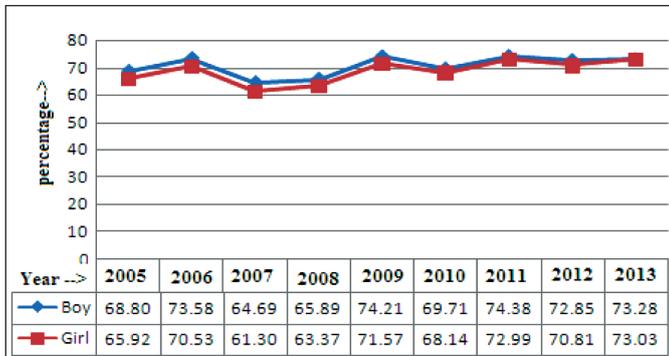
The Table 8 reflects mean percent of boys as 70.82 comparing to girls (68.63). This is clear indication that boys' performance in H.S.L.C Examination result is than that of girls'. Moreover, the Z-test (1.1674) shows that there is no significant difference between Boys' and Girls' result.

**Table 8:** Mean per cent, variance and standard deviation of mean pass percent based on gender (2005-2013)

Variables	N	Mean Per cent	Variance	SD	Z-test
Boy	9	70.82	13.643	3.693	1.1674*
Girl	9	68.63	18.044	4.247	

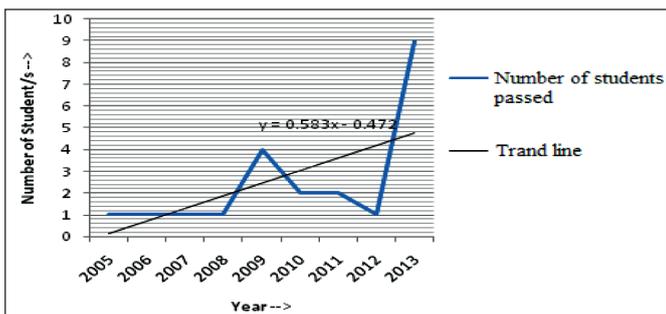
\* significantly not different at 0.05 level

**Graph 4:** Year wise line chart of mean pass percent based on gender



Graph 5, reflects 9 years (2005-2013) overall positive trend of the H.S.L.C. examination result conducted by N.B.S.E.

**Graph 5:** Trend line of HSLC examination from 2005-2013



### Teaching-Learning Practices

The practice undergoing in the schools will surely offer us an insight, the manner in which the mathematics syllabus is tackled by the teacher is depicted in Table 9.

**Table 9:** Usual Teaching Style and Teaching Aids practiced by Teachers in Mathematics classroom

Content	Teaching Style Usually Followed	Teaching Aids
Number System	1. Only solving problems without explanation.	Chart (Pictorial, Table, Flow), Models (Solid, Cross-section)
Algebra		
Trigonometry	2. Explanation with example.	Cardboard and Thick-paper
Coordinate Geometry		
Geometry	3. Explanation cum problem solving method.	Cardboard and Thick-paper
Mensuration		
Statistics & Probability		

The academic performance of the students is greatly influenced by the methods of teaching and the efforts of the teachers. The methods of teaching and the work load of the teachers are as follows:

**Table 10:** Percentages of the methods of teaching adopted by teachers

Sl. No.	Teaching Method	Percentage of Response		
		Govt.	Prvt.	Total
1	Lecture-cum- discussion method	41.94	12.07	27.01
2	Lecture demonstration method	27.42	18.97	23.20
3	Practice or Drill Method	12.90	17.24	15.07
4	Inductive-Deductive Method	8.06	13.79	10.93
5	Activity-Based Method	6.45	24.14	15.30
6	Heuristic	3.23	8.62	5.93
7	Other methods*	0.00	5.17	2.59

NB: \*Other methods are the teacher practiced methods in the class other than above tabulated methods like group discussion, project, assignment, field survey etc.

**Graph 6:** Percentages of the methods of teaching adopted by teachers in government and private schools

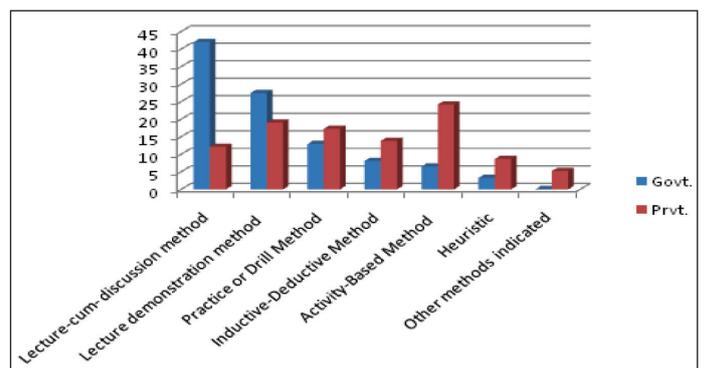


Table 11, reveals that the most popular method of teaching adopted by 41.94 % teachers in government schools and 24.14% of teachers in private schools prefer Lecture-cum- discussion method and Activity-Based Method respectively. The different teaching method been used in government schools are less homogenous than that of private schools.

### Evaluation

This is a matter of concern that more than 50% of teachers from government schools remain silent on the type of test conducted by them. Out of the remaining responses of the teacher there is a variation of type of test conducted in the schools (among the teachers, some opted for monthly another section opted for bi-monthly and remaining section unit wise test). In the private schools, where more than 45% of the teachers found to conduct unit wise test there is a division of responses from the remaining ( Nearly 31% opted for monthly and 23% selected bi-monthly).

**Table 11:** Percentage showing type of test conducted by teachers and how often it is conducted

Sl. No.	Type of test	Government		Private	
		Number	Percentage	Number	Percentage
1	Monthly	5	14.29	11	31.43
2	Twice in a month	4	11.43	08	22.86
3	Unit wise test	8	22.86	16	45.71
4	No response	18	51.43	00	00.00
	Total	35	100	35	100

**Graph 7:** Bar graph of type of test conducted by teachers in private and government schools

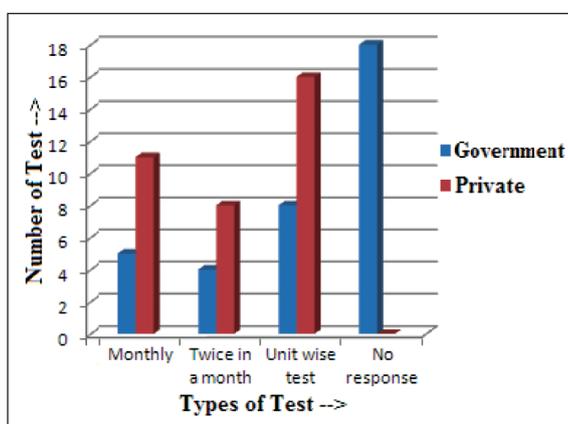


Table 11, reflects that 51.43% teachers in Government schools remained silent in this context but the remaining percentage conducts one or other form of test. All the

teacher respondents from the private schools do conduct tests of varying types.

### Attendance of Teacher

Through interview of the school administrators it is revealed that in private schools administration is under the strict control with the governing body and teachers are regular in attendance whereas in government schools around 32% of teachers are not regular and are mostly involvemed with different unions, organizations or are busy with their personal business. More over, around 24% of school teachers are proxy teachers. In urban areas, government schools have more than the required number of teacher whereas in rural areas number of teachers are insufficient. There is not much difference in the condition even after communitization of schools under supervision of village education council. (<http://www.nenanews.com/ANE%20June%201-15,%2007/special%20report1.htm>)

### Discussion

It is obvious from the results presented above, that students in the private secondary schools performed better (almost double) than the government schools, lending credence to earlier study reports (Braun, Jenkins & Grigg, 2006; Lubienski & Lubienski, 2006; and Yoloye, 1988;). This of course could be attributed to a number of factors.

Most popular method of teaching adopted by teachers in Government School is Lecture-cum- discussion method and in private school, it is Activity-Based Method. Though the topics of different subject are taught using different teaching styles and teaching aids yet the teaching strategy followed is found to be in traditional method. Conduct of formative evaluation is awful in government schools while private school conducts monthly, bimonthly, unit wise tests. Moreover, implementation of Continuous and Compressive Evaluation (CCE) is yet to be noticed at the Secondary level schools.

It is a serious matter of concern about teachers' regularity, attendance and putting proxy teacher in government secondary schools. As teacher is an important entity in the whole system of transition, it is urgent to maintain

regular attainment of concerned teacher with full devotion and the government need to ensure it at any cost else future of students will remain uncertain along with society.

However, the private schools may be said to have excelled in such areas as: efficient instructional encounter in the classroom as a result of frequent and thorough supervision, dynamic school administration, frequent class assignments, prompt payment of teachers' salaries and allowances, mutual parent-school relationship, positive student-teacher interactions.

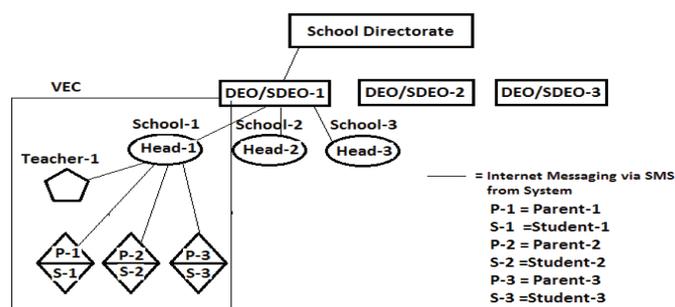
### Conclusion and Recommendations

From the findings of this study, it may be concluded that pupils in the private schools performed better than the government schools due to certain factors. It is, however, hoped that the government schools could be improved and be brought back to glory and be made equal contributor with the private ones to build nation. To enhance the performance of government schools a systematic and consistent administrative approach is urgent for this purpose following recommendation is forwarded to implement:

A Continuous and Comprehensive Management System (CCMS) need to cater among School, VEC, DEO/SDEO and School Directorate to efface human manipulation and enhance efficiency in the system through modern technology. As every school are provided computer with internet facility, it is urgent to install bio matrix device to ensure attendance of teachers which can be monitored through internet connectivity at DEO/SDEO level day wise completing teachers' salary. Absent of teachers can be communicated to VEC and concern teacher through automated SMS system. The CCMS can be used to monitor student attendance day-to-day, term wise evaluation of students which can be updated to parents instantly through automated SMS so that precautions/ measures can be taken consistently. Implementation of CCMS may motivate Administrator, Teacher, Parents and Students which are responsible entity in their lay for national development. Introduction of this system will help to monitor day wise progress with less effort and get opportunity to take initiative in right time for necessary steps with existing strength of working

staff without much extra input more promptly within human precincts. Introduction of CCMS, will lead to one important step forward towards Digitization of educational sector which is one of the most important feature leads to national development. A diagrammatic representation of CCMS been forwarded here:

**Model:** Continuous and Comprehensive Management System (CCMS)



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